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ABSTRACT

The Computerized Information Service for Nursing Educators (CISNE) is a computerized information system designed to help nursing instructors exchange ideas in an attempt to improve teaching methods. The system, which is under development, will assist nursing educators by performing eight functions: (1) coding courses for instant input and retrieval, (2) providing course goals that give a general idea of the major professional content of a specific program, (3) developing courses through major topics, (4) providing course evaluation methods, (5) developing performance objectives for each major subdivision, (6) banking alternative test items for each objective, (7) identifying resources, and (8) presenting cost-effectiveness profiles of available learning resources for each objective. This booklet illustrates what this system can do for teachers, schools, and students. It presents materials as received from various nursing educators and shows the kinds of revisions CISNE will make. (DC)

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TITLE

A SAMPLE CISNE NURSING COURSE

AUTHOR

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EQUAL OPPORTUNITY OFFICE CONSORTIUM
27 Norwood Street
Albany, New York 12203

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INTRODUCTION TO C I S N E

WHAT IS THE TITLE OF THIS DOCUMENT?
A Sample CISNE Nursing Course

WHY IS IT CALLED A "SAMPLE" COURSE?
Because it gives samples of products available at no cost from a central source.
Because it gives good example of what you can do to develop comparable objectives, test items, and resources.

WHAT DOES "CISNE" STAND FOR AS FAR AS NAME IS CONCERNED?
Computerized Information System for Nursing Educators

WHERE IS CISNE GEOGRAPHICALLY?
Nowhere in particular.
It exists on a number of computer tapes and discs which can be plugged in almost anywhere for printouts on compatible equipment.

HOW DO I "BUY" CISNE MATERIAL?
You can't buy it.
CISNE IS AVAILABLE only on loan.

HOW DO I "BORROW" CISNE DURING A LOAN?
Send a stamped, self-addressed envelope to

CISNE
27 Norwood Street
Albany, New York 12203

Include a letter on official school letterhead with your request, for example, "Please send us information on what CISNE has in the area of VITAL SIGNS."

WHAT HAPPENS NEXT?
CISNE tells you exactly how many objectives, test items, and resources are available for the topic about which you enquired.
You receive the material, make copies, and return the loan copy.

P R E V I E W

This document, A SAMPLE CURRICULUM GUIDE, is an attempt to provide a practical indication of what can be accomplished through cooperative exchange by significant professional advantage. Conceptually, this document is based around 8 cooperative professional activities:

1. Course coding for instant input and retrieval.
2. Course guide that give a general idea of the major professional content of a specific program.
3. Course development through major topics in order to stress a detailed analysis of significant course components.
4. Course analysis as a vehicle for inter-institutional and inter-departmental comparisons.
5. Specifications of performance objectives in order to spell out in detail exactly what the learner is expected to be able to do upon successful completion of the unit under study. Thus, performance objectives stress course outcomes rather than course learning activities.
6. Banking of alternate test items in order to systematize both the diagnostic pretesting process and the competency mastery posttesting process.
7. Identification of resources that pinpoint successful tactics and strategies that have been used with a wide variety of learners.
8. Cost-effective profiles that enable educators to determine the relative effectiveness of individual programs.

This conceptual point of view is presented through examples for the first six processes listed above. Each of these first six processes is presented in specific detail.

Reference to the table of contents will help the interested professional educator find examples of the material under study.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] ..... [illegible]

[illegible] ..... [illegible]

1. [illegible] ..... [illegible]
2. [illegible] ..... [illegible]
3. [illegible] ..... [illegible]
4. [illegible] ..... [illegible]
5. [illegible] ..... [illegible]
6. [illegible] ..... [illegible]
7. [illegible] ..... [illegible]
8. [illegible] ..... [illegible]

[illegible] ..... [illegible]

[illegible] ..... [illegible]

[illegible] ..... [illegible]

[illegible] ..... [illegible]

[illegible] ..... [illegible]

[illegible] ..... [illegible]

[illegible] ..... [illegible]

[illegible] ..... [illegible]

[redacted]

[redacted] is [redacted] to give the reader an idea of eight major [redacted] processes in order to understand and to recognize successful [redacted] and explain [redacted] terminology, products, and [redacted].

[redacted] reveals the [redacted] [redacted] [redacted] the [redacted] [redacted].

[redacted] helps [redacted] [redacted] in eight processes. It [redacted] [redacted], it [redacted] [redacted], it [redacted] [redacted] [redacted] [redacted], it [redacted] [redacted], it [redacted] [redacted] [redacted] [redacted], it [redacted] [redacted] [redacted] [redacted] [redacted], it [redacted] [redacted] [redacted] [redacted] [redacted], it [redacted] [redacted] [redacted] [redacted]

[illegible]

[illegible]

[illegible]	[illegible]
1. [illegible]	[illegible]
2. [illegible]	[illegible]
3. [illegible] [illegible]	[illegible]

GOAL STATEMENT RECEIVED: "To give the student relevant concepts of the Biological, Psycho-Social, and Nursing sciences that are a basic and integral part of the care of the human as an individual and as a family and community member, so that he/she will be able to function as a contributing member of the health team."

CISNE RECOMMENDATIONS: (1) Make your goal more learner-centered. Instead of "to give the student," stress what he will learn. (2) Make your goal less academic and more operational. Spell out how these "concepts" are "relevant." (3) Rather than tell about the "health team," try to "sell" this concept. Do this in a way that will interest the inexperienced learner. (4) Go beyond the big words, "Biological, Psycho-Social, and Nursing" to show how these sciences have their place in supervised clinical experiences. (5) Come up with shorter sentences. This one is too long. It takes too long to read and understand. It might scare off some learners who could become dedicated practical nurses with a little bit of exposure to the "health team" they are joining.

These recommendations need not be carried out until the next step in the goal clarification process.

ANOTHER GOAL STATEMENT RECEIVED: "To give the student relevant concepts of fundamental nursing principles and techniques and to help the student develop technical and communicative skills to meet the physical, psychological, and emotional needs of the individual in various conditions of illness and dependency."

CISNE RECOMMENDATIONS: (1) Change "to give" and "to help" to verbs that stress learner activity upon successful completion. (2) Develop more fully what the learner will be able to do once he acquires these new "technical and communicative skills." (3) Give some idea of the vast number of jobs open to people who succeed in this type of training.

CISNE PROPOSED GOAL STATEMENT: The following goal statement is presented for your consideration and approval;

"When you successfully complete the PRACTICAL NURSING course, you will be able to: (1) Work in health clinics to help a wide variety of people who desperately need your specialized skills, (PERFORMANCE GOAL). (2) Apply the facts and theories you will pick up in a variety of highly specialized courses (KNOWLEDGE GOAL), and (3) Consider yourself a valuable member of a team composed of doctors, nurses, technicians, and specialists; every member of this team including you is important (ATTITUDE GOAL)."

CISNE in no way obliges educators to follow these recommendations.

PROCESS THREE -- COURSE DEVELOPMENT THROUGH MAJOR TOPICS

Each teacher indicates the major topics of his course in a general outline. He next specifies what the major outcomes of his course are intended to be. This is another step towards more specific goals. The teacher starts off with the traditional concept of major topics and subject matter. His explanation of what is involved in each major topic introduces the performances learners will be able to do after attaining course objectives.

This type of analysis allows the teacher to think through each major portion of his course. This makes sure that each individual part fits together. CISNE tries to provide a balanced diet and knowledge, skill performance, and attitude.

MAJOR TOPICS AND EXPLANATION SENT TO CISNE

MAJOR TOPIC 01 Introduction to Nursing

The student will be able to explain the concept of nursing as a science; he/she will be able to identify the basic daily needs of the individual in health and illness, and will have an understanding of the nursing approach to problem solving

CISNE REVISION

"At the successful completion of the objectives of major topic 01, the learner will be able to:

(a) Solve typical health problems from the nursing point of view (PERFORMANCE OBJECTIVE),

(b) Identify the basic daily needs of individuals in health and illness (KNOWLEDGE OBJECTIVE), and

(c) Realize personally the importance of Nursing as a science (ATTITUDE OBJECTIVE)."

These CISNE recommendations may be accepted or rejected as the individual teacher sees fit. Even when the teacher cannot come up with full blown attitude objectives, they are encouraged to make at least an attempt to specify what they want in the affective domain.

MAJOR TOPIC 02 Basic Patient Care

The student will be able to identify and interpret the essential factors in providing basic, organized for the comfort, safety, and well-being of the individual, and he/she will be able to demonstrate his/her ability to perform the nursing measures related to these factors.

CLINIC ADVISION

"At the successful completion of major topic 02, the learner will be able to:

(a) Identify and interpret the essential factors in providing basic and organized care for the comfort, safety, and well-being of the individual (KNOWLEDGE OBJECTIVE),

(b) Demonstrate the ability to perform the nursing measures related to these factors (PERFORMANCE OBJECTIVE), and

(c) Value the comfort, safety, and well-being benefits that arise from a systematic approach to such necessary pet routine assignments (ATTITUDE OBJECTIVE)."

MAJOR TOPIC II. Therapeutic Nursing Measures

The student will develop relevant concepts of the medical principles underlying therapeutic nursing procedures required to meet the special needs of the individual safely and effectively in various conditions of illness; and he/she will demonstrate his/her ability to perform or assist with these nursing procedures.

GOAL STATEMENT

"At the successful completion of major topic II, the learner will be able to:

"(a) Formulate relevant applications of the medical principles underlying therapeutic nursing procedures required to meet the special needs of the individual safely and effectively (KNOWLEDGE OBJECTIVE),

(b) Perform or assist with these nursing procedures (PSYCHOMOTOR OBJECTIVE), and

(c) Display behaviors that improve safety and effectiveness (ATTITUDE OBJECTIVE)."

[redacted] Citizen, Cause and Consequence

The student will be able to demonstrate the general changes in the body brought about by disease; he/she will be able to identify and categorize the factors contributing to disease and the body's response to disease; he/she will identify and demonstrate the methods of prevention and control of disease.

[redacted]

"By the successful completion of major topic IV, the learner will be able to:

(a) Describe the general changes in the body brought about by disease (COGNITIVE OBJECTIVE),

(b) Identify and interpret the factors contributing to disease and the body's response to disease (COGNITIVE OBJECTIVE),

(c) Demonstrate in specific clinical experiences how these knowledges can be used to prevent and control disease (PSYCHOMOTOR OBJECTIVE), and

(d) Freely commit to taking all the measures necessary to see to it that disease be prevented and controlled (AFFECTIVE OBJECTIVE)."

[illegible] Recording and Reporting

[illegible] shall [illegible] [illegible] [illegible]

[illegible] Determination and Assessment of Civil Penalties

The Secretary shall by rule, in accordance with procedures for notice and opportunity for hearing and [illegible] assessment of civil penalties, and shall by rule, in accordance with notice and opportunity for hearing, [illegible] [illegible]

[illegible]

The rule [illegible] shall provide [illegible] that the Secretary shall be able to:

(a) [illegible] and [illegible] for purposes of determining and [illegible] assessment of civil penalties [illegible];

(b) [illegible] [illegible] [illegible]

[illegible] [illegible] (2) [illegible]

[illegible]

[illegible] [illegible]

[illegible]

(a) [illegible]

(b) [illegible]

(c) [illegible]

[illegible]

MAJOR TOPIC 08 INTRODUCTION TO MEDICAL-SURGICAL CONDITIONS

UNIT 01 Introduction

02 The Elderly

03 Chronic and Long-term Illness

04 The Critically Ill

05 The Surgical Patient

06 The Cancer Patient

07 The Patient with Infectious Disease

PROCESS FIVE -- SPECIFICATION OF PERFORMANCE OBJECTIVES

Specification of performance objectives for each unit within each major topic enables the teacher to spell out in detail exactly what the learner is expected to be able to do upon successful completion of the unit under study. These specific performance objectives are often quite small steps, the successful accomplishment of which adds up to the type of autonomous performance described in process three which stressed the higher level performances which sum up major course topics.

The teacher submits a few objectives to CISNE for immediate feedback. ESCOE provides editorial help in format, vocabulary, systematization, and coding. The teacher is then in a position to incorporate these CISNE suggestions in the next set of objectives he submits. As the bank under a particular item expands, both CISNE and participating teachers are able to come up with a variety of workable alternatives that may both increase effectiveness of learning and better deploy educational resources.

The following examples of CISNE modifications are given as illustrations of what may be done. There are many more other possible improvements which are not presented here.

OBJECTIVE SUBMITTED BY TEACHER

(ADN) 07.03-01 ASSOCIATE DEGREE NURSING (Fundamentals of Nursing)

06 MAJOR TOPIC - Diagnosis of Illness

01 UNIT - Medical Examination

01 ID NUMBER

CONDITIONS Given an oral list of methods of examination a physician uses during a physical; without aid of reference; paper and pen or pencil.

PERFORMANCE Write the words as they are given orally and define each one.

EXTENT Within 10 minutes; 100% accuracy in spelling of the words; 80% accuracy in defining them.

CISNE ANALYSIS

CODE: 07.03-01 06-01 (01) (ADN)

CONDITIONS
(1) Paper and pen or pencil (EQUIPMENT)
(2) An oral list of methods of examination a physician used during an physical examination (STIMULUS)

PERFORMANCE
(1) Write the words as they are given orally and
(2) Define each word written

EXTENT
(1) Within 10 minutes (TIME LENGTH)
(2) 100% accuracy in spelling the words (ACCURACY)
(3) 80% accuracy in defining the words (ACCURACY)

Note: CISNE has
(a) broken down each component part into its smallest units,
(b) categorized these divisions by general sections which appear in parentheses,
(c) stressed visible performances (e.g., verbs), and
(d) simplified the coding.

OBJECTIVE SUBMITTED BY TEACHER

(ADN) 07.03-01 ASSOCIATE DEGREE NURSING (Fundamentals of Nursing)

06 MAJOR TOPIC - Diagnosis of Illness

01 UNIT - Medical Examination

02 ID NUMBER

CONDITIONS Given the necessary equipment, mannequin (Chase doll) as a patient, another student as physician, and an order for physical examination of the patient.

PERFORMANCE Assemble equipment, prepare the patient, assist the physician during the examination, provide comfort and safety to the patient during and after the examination.

EXTENT Satisfaction of the instructor.

CISNE ANALYSIS

CODE: 07.03-02-06-01 (02) (LPN)

CONDITIONS
(1) Necessary equipment (EQUIPMENT)
(2) Mannequin (Chase doll) as a patient (EQUIPMENT)
(3) Another student as physician (PERSONNEL)
(4) Order for physical examination of the patient (DIRECTIONS)

PERFORMANCE
(1) Assemble the equipment
(2) Prepare the patient
(3) Assist the physician during the examination
(4) Provide comfort and safety to the patient during and after the examination.

EXTENT
(1) Satisfaction of the instructor (TEACHER)
(2) Comfort of the patient (CONSUMER)
(3) Safety of the patient (CONSUMER)

CISNE has (a) stressed the sequence of the performance and
(b) spelled out implicit criteria.

OBJECTIVE SUBMITTED BY TEACHER

(ADN) 07.03-01 ASSOCIATE DEGREE NURSING (Fundamentals of Nursing)

06 MAJOR TOPIC - Diagnosis of Illness

02 UNIT - Diagnostic Tests and Examinations

01 ID NUMBER

CONDITIONS Without aid of reference, paper and pen or pencil.

PERFORMANCE List the equipment necessary to assemble to prepare for a lumbar puncture.

EXTENT Within 15 minutes 80% accuracy.

[illegible]

(ADN) 07.03-01 ASSOCIATE DEGREE NURSING (Fundamentals of Nursing)

06 MAJOR TOPIC - Diagnosis of Illness

02 UNIT - Diagnostic tests and Examinations

02 [illegible] ED PONED

CONDITIONS Given a patient who is to have an electrocardiogram, EKG machine.

PERFORMANCE Explain to the patient the way in which the machine works.

CRITERIA A relaxed, cooperative patient.

CLERK ANALYSIS

CODE: 07.03-02-06-02 (02) (LPN)

CONDITIONS (1) Patient who is to have an electrocardiogram (PERSONNEL)
(2) EKG machine (EQUIPMENT)

PERFORMANCE Explain to the patient the way machine works.

CRITERIA (1) Relaxed patient (ORDERED)
(2) Cooperative patient (ORDERED)

[redacted]

[redacted] 97.43-45 [redacted] (Environmental Sciences)

[redacted] [redacted] - Diagnosis of Disease

[redacted] [redacted] - Medical Examiners

[redacted] [redacted]

[redacted] Paper and pencil or pen without aid of reference.

[redacted] Like the equipment to prepare for the basic skin a vaginal examination.

[redacted] Within 15 minutes with 95% accuracy.

[redacted]

[redacted]: 97.43-45-05-01 (01) (1st)

[redacted] (1) Paper and pencil or pen (equivalent)
(2) Without aid of reference (abbreviated)

[redacted] Like the equipment to prepare for the basic skin a vaginal examination.

[redacted] (1) Within 15 minutes (from [redacted])
(2) 95% accuracy (acceptable)

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

OBJECTIVE SUBMITTED BY TEACHER

(ADN) 07.03-01 ASSOCIATE DEGREE NURSING (Fundamentals of Nursing)

06 MAJOR TOPIC - Diagnosis of Illness

03 UNIT - Collection of Specimens

01 ID NUMBER

CONDITIONS Without aid of reference, paper and pen or pencil.

PERFORMANCE List the necessary equipment for collecting and preparing a sputum specimen for analysis in the laboratory.

EXTENT Within 10 minutes 90% accuracy.

OBJECTIVE SUBMITTED BY TEACHER

(ADN) 07.03-01 ASSOCIATE DEGREE NURSING (Fundamentals of Nursing)

06 MAJOR TOPIC - Diagnosis of Illness

03 UNIT - Collection of Specimens

02 ID NUMBER

CONDITIONS Doctor's order for sputum culture, specimen container with cover and label, tissues, laboratory requisition slip.

PERFORMANCE Obtain sputum specimen and prepare it correctly for examination in the laboratory, arrange for delivery of the specimen to the laboratory, and record all pertinent information on patient's chart.

EXTENT Specimen and environment free from comtamination, specimen must be from respiratory tract, not saliva; all steps in procedure performed with 100% accuracy, provide for comfort and safety of patient during and after procedure.

OBJECTIVE SUBMITTED BY TEACHER

(ADN) 07.03-01 ASSOCIATE DEGREE NURSING (Fundamentals of Nursing)

06 MAJOR TOPIC - Diagnosis of Illness

03 UNIT - Collection of Specimens

03 ID NUMBER

CONDITIONS Doctor's order for routine urinalysis, patient's name, age, room number, specimen label, laboratory requisition slip.

PERFORMANCE Properly fill out the specimen label and laboratory requisition slip.

EXTENT 100% accuracy.

OBJECTIVE SUBMITTED BY TEACHER

(ADN) 07.03-01 ASSOCIATE DEGREE NURSING (Fundamentals of Nursing)

06 MAJOR TOPIC - Diagnosis of Illness

03 UNIT- Collection of Specimens

04 ID NUMBER

CONDITIONS Doctor's order for clean-catch specimen or urine sterile specimen bottle with label, cleansing agent, toilet or sterile bedpan, cotton balls, laboratory requisition slip.

PERFORMANCE Obtain clean-catch urine specimen, correctly label, provide for transfer for specimen to the laboratory, record appropriate information on patient's chart.

EXTENT Free from contamination, with 100% accuracy.

OBJECTIVE SUBMITTED BY TEACHER

(ADN) 07.03-01 ASSOCIATE DEGREE NURSING (Fundamentals of Nursing)

06 MAJOR TOPIC - Diagnosis of Illness

03 UNIT - Collection of Specimens

05 ID NUMBER

CONDITIONS Given the following equipment: bedpan or urinal, specimen container with label, laboratory requisition slip.

PERFORMANCE Obtain urine specimen, correctly label, provide for transfer of specimen to the laboratory for analysis, and record appropriate information on the patient's chart.

EXTENT Each step to be 100% accurate.

[illegible] STRUCTURE OF TASKS

(ASM) 87.03-01 ASSOCIATE DEGREE NURSING (Fundamentals of Nursing)

06 BLOOD TASK - Diagnosis of Illness

03 UNIT - Collection of Specimens

06 TO OBTAIN

CONDITIONS Without aid of reference, paper and pen or pencil.

PERFORMANCE List the necessary equipment for collection of a [illegible] blood urine specimen.

CRITERION Within 15 minutes, 90% accuracy.

[illegible]

[illegible]

[illegible] [illegible] [illegible] [illegible]

[illegible] [illegible] - [illegible]

[illegible] [illegible] - [illegible]

[illegible] [illegible]

[illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

PERFORMANCE TEST SUBMITTED BY TEACHER

CORRELATED WITH

(ADN) 07.03-01 COURSE

06 MAJOR TOPIC

02 UNIT

02 ID NUMBER

In the classroom, you will perform the following activity without reference to any source material. You will need the mannequin or another student to take the part of the patient.

Given a patient who has had a myocardial infraction, you will prepare the patient for an electrocardiogram. You will allay the patient's apprehension by explaining what is going to be done, what the EKG machine looks like and how it works. You will prepare the patient and the environment, and explain what you are doing and why, so that the patient and instructor will be able to follow your line of reasoning.

TEST ITEMS SUBMITTED BY TEACHER

CORRELATED WITH

(ADN) 07.03-01 COURSE

06 MAJOR TOPIC

02 UNIT

04 ID NUMBER

Case Problems

1. Mr. Smith, age 60, is admitted to the hospital for diagnostic tests. He has had indigestion and gastric distress for several months and recently he has started vomiting small amounts of blood. The doctor suspects either a gastric ulcer or carcinoma of the stomach. Mr. Smith is very apprehensive about what is going to be done during the diagnostic tests.

A. What preparation will be necessary for the gastrointestinal series of x-rays?

B. What is the purpose of a gastric analysis?

C. What is meant by a tubeless gastric analysis?

D. How can you help relieve Mr. Smith's apprehension concerning the diagnostic tests?

PERFORMANCE TEST SUBMITTED BY TEACHER

CORRELATED WITH

(ADN) 07.03-01 COURSE

06 MAJOR TOPIC

03 UNIT

05 ID NUMBER

In the skills laboratory, you will perform the following activities without reference to any source material. You will need another person to take the part of the patient.

Given a patient who is to have a clean voided urine specimen obtained, you will explain the procedure to the patient. You will obtain and set up the necessary equipment, position and patient, and go through the motions of cleaning the patient. After completing the task, you will provide comfort and safety to your patient, and record your activity on a sample nurses' notes.

PERFORMANCE TEST SUBMITTED BY TEACHER

CORRELATED WITH

(ADN) 07.03-01 COURSE

06 MAJOR TOPIC

02 UNIT

08 ID NUMBER

In the skills laboratory, without aid of reference material you will perform the following activity. You will need a specimen of urine from one of the students.

Given a diabetic patient who has a voided urine specimen, you will test the urine for sugra and acetone (using the agency provided), and you will report the results to the appropriate person and record them on a sample nurses' notes.

TEST ITEMS SUBMITTED BY TEACHER

CORRELATED WITH

(ADN) 07.03-01 COURSE

06 MAJOR TOPIC

02 UNIT

02 ID NUMBER

Case Problems

2. Mrs. Jones is a patient, age 76, admitted to the hospital with a heart condition. She has never been in the hospital before and is very apprehensive about all the treatments and tests being done. An EEG has been ordered and the patient is very upset when the technician begins the procedure.

A. How can you prepare this patient for the procedure?

B. Describe how you would give her emotional support.

C. What is the purpose of an electrocardiogram?

[illegible]

[illegible]

(ADN) 07.03-01 [illegible]

05 [illegible]

03 [illegible]

05 [illegible]

In the skills laboratory, you will perform the following activity without reference to source material. You will need another person to take the part of the patient.

Given a patient who is to have a 24 hour urine collection, you will explain the procedure to the patient, stressing the fact that all voided urine during the 24 hour period is necessary for a successful test. You will obtain the necessary equipment and label the bottle correctly, placing signs in the bathroom and bed indicating that a 24 hour urine collection is in progress.

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

The following questions are to be answered in brief descriptive statements.

1. Identify the sources of sputum. (10 Pt)

2. Name the important characteristics of urine the nurse should observe and record. (10 Pt)

3. Explain what instructions should be included when labeling a specimen to be sent to the laboratory. (10 Pt)

4. Explain the importance of obtaining specimens before (or) and after specified by the doctor. (10 Pt)

5. When should the nurse be if a urine specimen is lost or mislabeled with another urine specimen? (10 Pt)

6. Name the important characteristics of urine the nurse should observe and record. (10 Pt)

7. What records does the nurse keep of the collection of a 24 hour specimen? (10 Pt)

8. Why is stool to be examined for substance given to a diuretic receiver? (10 Pt)

9. Explain why the stool specimen should be kept hot when it is to be examined for the presence of parasites. (10 Pt)

10. Name the important characteristics of stool the nurse should observe and record. (10 Pt)

[redacted]

[illegible] Any [illegible] program you [illegible] in [illegible]

(a) [illegible] [illegible] [illegible] to [illegible]

(b) [illegible]

(c) [illegible] [illegible]

(d) [illegible] [illegible]

(e) [illegible] [illegible]

(f) [illegible] [illegible]

(g) [illegible] [illegible]

(h) [illegible] [illegible]

(i) [illegible] [illegible]

(j) [illegible] [illegible]

[illegible] Do you [illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

NURSING EDUCATOR: I want to see some sample learning resources correlated to objective 04.

COMPUTER: How many learning resources do you wish to see?

Push RES #04 if you wish to receive all eleven learning resources for objective 04.

If you only wish to receive a smaller number, type RES #04 hyphen followed by the exact number of learning resources you wish to exam.

NURSING EDUCATOR: RES/#04.

COMPUTER: Here is a complete printout of the eleven learning resources correlated to objective #04.

PN
BLOCK #04
UNIT #10
RES #04

LEARNING RESOURCE 01 (SHORT ANSWER)

Use the sample fill in test questions as study notes to be filled in during class.

LEARNING RESOURCE 02 (CHART)

CHART on Cardinal Symptoms.

TEMPERATURE
PULSE
RESPIRATION

(Have students develop similar charts.)

LEARNING RESOURCE 03 (CHART)

CHART on VITAL SIGNS.

PULSE
RESPIRATION
BLOOD PRESSURE

LEARNING RESOURCE 04 (CHART)

CHART on Thermometers.

ORAL Thermometer
RECTAL Thermometer

LEARNING RESOURCE 05 (CHART)

CHART

Always check thermometer's initial reading before use.

LEARNING RESOURCE 06 (FILMS)

TRAINEX Filmstrip. (T, P, R)

LEARNING RESOURCE 07 (BOOKS)

Refer to Text.

LEARNING RESOURCE 08 (BOOKS)

Refer to procedure manual: a. sterilization
b. handling

LEARNING RESOURCE 09 (MEDIA)

Transparencies (Lippincott series)

LEARNING RESOURCE 10 (FILM)

Preview very carefully public agency health films to make sure the one you get is not out-of-date. This is a priority. Old films can be useless even though still distributed. Old fashioned clothes in these films and outdated equipment may mask the unchanging attitudes and provoke laughter and sleep.

LEARNING RESOURCE 11 (CHART)

An anatomical chart locating five sites where pulse can be easily obtained.

COMPUTER: Do you wish to see test items correlated to objective 04, or do you wish to go on to another objective?

NURSING EDUCATOR: I would like to see test items directly correlated to objective 04.

COMPUTER: Do you wish multiple choice questions only, fill-in questions only, essay questions only, clinical evaluation questions only, or a variety of test items?

NURSING EDUCATOR: A variety of test items.

COMPUTER: Do you wish to see clinical evaluation tools or theory evaluation tools?

NURSING EDUCATOR: I wish to see clinical evaluation tools first.

COMPUTER: Here are three sample clinical evaluation tools:

PN
BLOCK #04
UNIT #10
EVAL #04

TEST ITEM 10 (CHECKLIST)

PE ⟶ ORAL TEMPERATURE

A. Under tongue
B. Time limit (5 minutes)
C. Condition of patient
   1. age
   2. medical diagnosis
D. Not after:
   1. smoking
   2. eating
   3. fluids
E. Instructions to patient

TEST ITEM 11 (CHART)

CHART on all thermometers

WHO:
WHAT:
WHERE:
WHEN:
WHY:
HOW:

TEST ITEM 12 (CHECKLIST)

PE ⟶ RECTAL TEMPERATURE

A. Right thermometer
B. Acceptable ASEPTIC technique
C. Lubrication
D. Position of patient
E. Insertion length
F. Time (5 minutes) (see recent literature)
G. Safety

TEST ITEM 13 (CHECKLIST)

PE ———→AXILLARY TEMPERATURE

A. Preparation of site area
   1. clean
   2. dry
B. Placement
C. Length of time (10 minutes) (see recent literature)

COMPUTER: Do you wish to see some theory evaluation test questions?

NURSING EDUCATOR: Yes.

COMPUTER: How many of the 30 test items directly related to OBJ #04 do you wish to see?

NURSING EDUCATOR: Six test items.

COMPUTER: Here are six test items chosen at random from EVAL #04.

TEST ITEM 03: MULTIPLE CHOICE)

Before a thermometer is used, the nurse is instructed to be sure the mercury level is:

1. 94°F.
2. 95°F.
3. 96°F.
4. 98.6°F.

TEST ITEM 14 (MULTIPLE CHOICE)

While giving the back rub, the nurse should also increase circulation to the areas over bony prominences by gently massaging:

1. The lumbar region and buttocks
2. Sacral region, neck, and shoulders
3. Ribs and buttocks
4. Lubmar vertebrae, and ribs

TEST ITEM 18 (MULTIPLE CHOICE)

A rectal temperature or 99.4 degrees F. is considered to be:

1. Lower than normal
2. Higher than normal
3. Only three degrees above the normal range
4. Within the normal range

TEST ITEM 19 (MULTIPLE CHOICE)

In which of the following situations would it be necessary to take a temperature rectally?

1. After rectal surgery
2. When the patient is unconscious
3. When an axillary temperature cannot be taken
4. When the patient is twelve years of age

TEST ITEM 23 (MULTIPLE CHOICE)

Before taking an axillary temperature it is most important to:

1. Rub the arm to increase circulation
2. Dry the armpit by patting the area with a towel
3. Help the patient to a sitting position
4. Turn the patient onto his back

TEST ITEM 30 (MATCHING)

Matching:

1. Pyrexia	___fever drops suddenly to normal or below
2. Remittent	___alternating between elevation and normal or below normal temperature
3. Crisis	___a subnormal body temperature
4. Thermal	___a fever which drops periodically but does not reach the normal
5. Hypothermia	___fever
6. Intermittent	

ANSWERS:

3, 6, 5, 2, 1

COMPUTER: Do you wish to see the other test items in EVAL FOR or do you wish to go on to another objective?

At this time, we will interrupt your dialogue with the computer. We hope that this example gives you a good idea of what is meant by program objectives, evaluation, and test items available topic by topic from the computer in the areas of PE and AR.

As you can see from the above example, PE on instructional resources and PE on clinical evaluation tools are merely subdivisions of PI on program objectives.

Similarly, you may have noticed that subsection 5A on new definitions of nursing is found in every block under unit PE, PA, PT, and PR.

By now you have begun to notice that the preceding numbers PI, PE, PT, and PA are referring to functions of the computer. You must be careful in this system that you do not confuse them with block and unit numbers. By the way, the computer program will help you from making this mistake.

For the rest of this session, we will avoid the drawn out play of the nursing educator-computer dialogue.

Function PI on bibliography allows key nursing personnel to cross-reference recent material topic-by-topic, objective-by-objective, or course-by-course. This would allow constant updating. Updating would be creating new titles, adding revised material, or deleting outdated material.

Function PA on the bar line would enable key nursing personnel to be selected by the system participants to enter vital pieces of information. This could be done on a day-to-day basis such as a weather report on the radio. It could also be done on a topic-by-topic basis as a typist review. It could be done also on a month-by-month basis by such commands as, "Call up all the objectives that have been entered in block 3A, unit 2E during the months of August and September 1975."

[illegible]

[illegible]